

LETTERS TO THE EDITOR

Photocopying 'pirates'

Sir.—The letter from Mr Dodd (THES, January 7), pointing out that the photocopying of texts is likely to become ever more widespread, spotlights an increasingly worrying problem. Unfortunately, it is not one that can be overcome as simply as might appear from Mr Dodd's plea to publishers to be "willing" to produce cheaper versions of their books.

What we must ask ourselves is this: do we want to have scholarly and academic works made available in a reasonably durable form, with standard of print reproduction that is pleasant and easy to read; do we want these works to be available all over the country; do we want the author to have some return for his labours; do we agree that the people who produce and distribute the work are entitled to some return for their contributions?

Centres for area studies

Sir.—I enjoyed reading Professor Harjuvuo's well-balanced and informative article on the Centres for Area Studies (THES, January 14), but I would like to question one of his assumptions. He assumes that "... no common disciplinary method of area studies has emerged". Geography is such a disciplinary method and its evolution of the role of area studies in society should ignore the work of the 68 geography departments in Britain. I suspect that your author was beguiled by the remarkable diversity of interests among geographers. Few geographers now attempt the regional thesis that was once urged upon them but instead they may be specialists in one or several complementary disciplines.

Economic competition

Sir.—Your reviewer's otherwise excellent commentary on F. A. Hayek's Law, Legislation and Liberty Vol II The Mirage of Social Justice (THES, December 10, 1976) was marred by a serious error of interpretation. Of Hayek's market order, he writes: "It is envisaged after the model of perfect competition in economic theory." This is almost exactly what it is not. The conditions for the existence of perfect competition are very stringent, and rarely reproduced in the real world, but this does not undermine the case for competition. Its justification does not lie in its approximation to the timeless, static equilibrium of perfect competition but in its operation as a dynamic device for acquiring, and making the most efficient use of, knowledge.

Continuing education

Sir.—Professor J. R. Freeman's article in the Open University Review (December 1976) on the Open University's continuing education programme is a valuable contribution to the discussion of the role of the Open University in continuing education. There was a report on the Open University's continuing education programme in the Open University Review (December 1976) and a report on the Open University's continuing education programme in the Open University Review (December 1976).

Life of Hugh Dalrymple

Sir.—Could I make any reader who knows Needham's working library, Labour politician, known as the East Asian Historian, or who passes of Science Library, contains a list of his books, writing of Science and Civilization in China. Cambridge University Press. A biography of Dalrymple's books have been brought to my attention during the past 40 years, anybody who has a collection is now unique in the West. The library is the only one of its kind in the world. It is a research institute outside the university, devoted to the study of science and technology in ancient and medieval times. Nothing will be done in the future, and permission, and any Chinese edition of the library contains about 13,000 volumes (a half of them in Chinese), a list of 25,000 titles (all listed and indexed), and long lists of 40 journals.



Students learn signposts to bookshelves

In the libraries of educational institutions, the perennial problem arises of how to introduce students to "the system". How to give them the basic library skills which they need in further and higher education to help them to study efficiently and effectively in order to derive full benefit from their courses. If we accept that education beyond school should consist of rather more than the acquisition of facts, then library skills will play a very important part in any student's study programme. A knowledge of the techniques of information search is a prerequisite of all levels. Many a PhD has even been heard to remark "If only I had been given some basic instruction in the use of bibliographic aids I could have saved a lot of time and wasted effort".



New cultural revolution Chinese texts

The quick tour of the book shelves crowded into a quarter of an hour between the filling-in of forms and meeting tutors provides little in the way of assistance to the bewildered student in his first week. He may remember where the library is situated but he will not remember how to use the fiche catalogue or where the reference books are shelved. At the City of London Polytechnic a number of courses have library instruction incorporated in their timetables at the beginning of the year—a basic level course for first year students, intermediate level for second years and specialized instruction to meet the particular requirements in subsequent years.

Teacher education

Sir.—It seems odd that James Fox (THES, December 10, 1976) should see a need for teacher training in Finland where the universities play a dominant part, and yet, conversely, advocate that in this country it should be concentrated "within the public sector". By this, he seems to mean that teacher education should be developed outside the universities, and presumably inside colleges like the one of which he is principal.

It seems perverse that, just at a time when the universities are more closely with the post initial training of a variety of other professions and with local communities, there should be a suggestion of one-way links which have always maintained close links with the community and which relates to the development of a major professional association as some local universities do provide teaching professional interests and the study free from the influence of their employers and their advisers. If

in-service work for teachers is to be closely related to the independent development of the study of education, and to the growth of knowledge in other subject areas, it might be considered foolish to exclude teachers from access to the universities and to concentrate them in the new colleges. The universities have great experience of high level work of the in-service kind. The staff of university schools of education have regularly taught and supervised students on advanced diplomas and degrees; in most of the recent educational research; they have the specialist libraries and facilities available for such work. To suggest that this expertise could be easily transferred to colleges which only recently have ceased to be colleges of education, with little experience of advanced professional study and with limited research experience, does not seem likely to enhance the professional standing of the teaching profession. It does seem likely to be wasteful of resources, expensive, and to require elaborate validation procedures as which their staff have not previously not been commended in these cost-conscious times.

Those who share James Porter's concern that the Government should develop a teacher education system which is "notionally effective and internationally significant" should encourage and facilitate university involvement with the professional development of teachers. The universities and their leading international centres, which have drawn from all over the world to make possible the kind of work which achieves international recognition on a national basis to provide an independent forum for the development and exchange of ideas which is vital in an area still dogmatic and ideological. It is to be hoped, therefore, that any future development in teacher education will continue to offer the

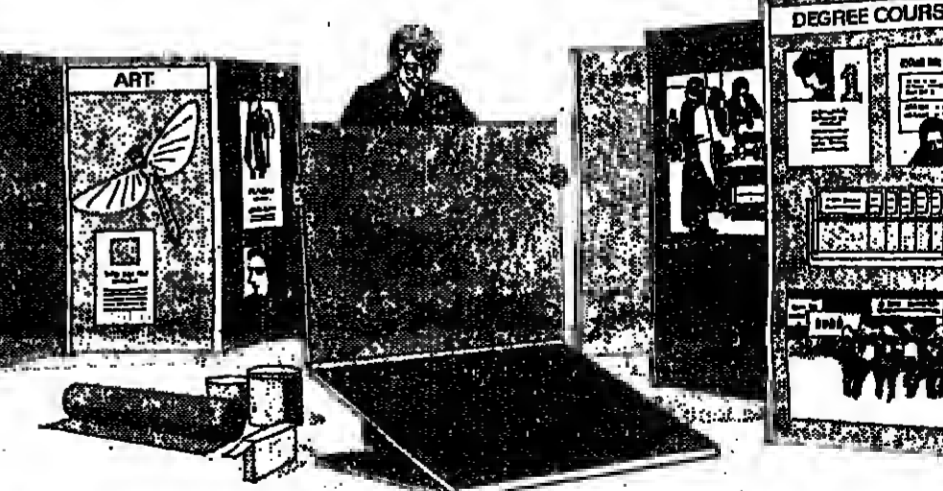
universities, along with the colleges, a chance to play a leading role. The alternative might lead to a teacher education being concentrated—more accurately, confined—to a few, yet, not together colleges with, as yet, no established reputation and minimal experience. We should probably do well to note, with more significance than Mr Porter wishes to give it, that in their reforming the Plans, after a year in a university setting. Yours faithfully, GERALD BERNBAUM, Professor of Education, University of Leicester, School of Education.

Student loans

Sir.—I have just had my attention drawn to Ernest Rudd's article (THES, December 10, 1976) on student grants and to the letter from Warren Bradley (THES, January 7). There is a lot to be said in favour of a mixed grants and loans scheme for student finance. We have operated a joint scheme in Hong-kong for our two universities since 1969 and this year started a similar one for the Hong-kong Polytechnic. The grants are for tuition fees and a limited amount of special expenses (books, stationery, drawing instruments) and the loans (which are interest free) are for living expenses. The loans have to be repaid, but over five years but there are discretionary variations. The two schemes are operated on a data processing by the Joint Universities and Polytechnic Computer Centre Limited. This year about 62 per cent of university students were assisted, the average grant being HK\$1,483 (about £180) and the average loan HK\$3,618 (about £440)—a total of HK\$5,101 (about £620). The loan level is probably a little low for students' living costs in Hong-kong

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Two views of the development of management education More support needed for management teachers

In our present national economic difficulties government and other quarters are increasingly concerned about the need to equip managers in industry and other sectors of the economy to cope more effectively with the complex, turbulent and highly competitive conditions in which they now have to operate. One way of contributing to improved managerial effectiveness is by the provision of a wide variety of educational activities. Full-time courses of one year or more are particularly suitable for new entrants to management, or mid-career managers. Part-time courses in polytechnics and colleges of further education provide other opportunities for serving management.

There is a demand for educational activities which are specifically designed to meet the needs of a working group of management people. Many institutions are offering short intensive courses or workshops of a few days duration, sometimes specifically for one company, which the busy manager can find time to attend. Other newer types of programme being considered include action learning programmes, which involve the manager solving real problems and meeting with other participants and a tutor.

New thinking is being used to develop new forms of programme in all sectors, and the creation and activities of the regional management centres (RMCs) are a contributing factor.

There are between 2,500 and 3,000 management teachers in all branches of higher education and a similar number elsewhere such as in industry. The development of management education can often call for a reappraisal of the role of management teachers, and centre a need far them to understand and be able to implement new modes of learning.

Management teachers often face a daunting situation. They are called upon to be experts in their "subject" which may be some area of a rapidly developing "hybrid" management subject such as industrial relations, drawing from several basic academic disciplines. They are required to have relevant management experience. Additionally they need to be able to teach, in an increasing variety of situations and roles.

The management teacher who has high achievement in all three areas at the beginning of his teaching career is very difficult to find. The negative caricature of a management teacher as "a self-taught manager turned self-taught teacher, teaching what some self-taught managers maintain cannot be taught" is equally difficult to find, though not completely unknown.

The desirability of developing both serving and potential management teachers is agreed by many, but the problem is how to do it?

What do they need in terms of additional knowledge and skills?
What is their role in the development of management education?

A recent piece of research by the Leicester Management Teacher Development Unit has provided some answers to both questions, by asking a sample of management teachers in higher education and their heads of department to identify their development needs for the next five years. Needs were defined in terms of additional subject knowledge in various areas (subject needs) and additional knowledge and skills of teaching (pedagogic needs).

Of the sample, 44 per cent had no pedagogic development of any sort in their career to date. Twenty one per cent had one academic year or more (the further education in this respect). The rest of the sample had had some development, ranging from a few days to eight months.

The medium amount of pedagogic development received was about four weeks during their career to date. The median amount of development seen as being needed in the next five years (both subject and pedagogic) was equivalent to 19 weeks of development. The need for development did not decrease with age or experience and those who have received the most pedagogic development tended to identify greater needs in the future.

It seems clear from this study that the amount of development received by management teachers is initially and certainly is not keeping up with their needs.

The survey shed light on the balance between teacher's needs for

skills involved with the face-to-face interaction with students:

Knowledge and skill in pedagogic areas	% of teachers who identified this
Interaction with students	45
Design of whole courses, workshops and syllabi	43
The heads of departments' reaction to various forms of development programmes was very much in favour of in-service programmes:	
Type of teacher development programme as first choice	29
In-service programme involving tutoring but substantially self-directed	45
Programme based on supervised part-time research	29
Full-time programme at a suitable centre	19

Three reasons why teachers' development needs were not being met were identified. First, the difficulty in the present economic situation, of releasing people to attend programmes of substantial length. Second, the lack of finance to pay for any sort of programme run by a university sector, and third, the pedagogic skills appropriate to management teachers can be developed in this country.

The need for development is recognized by many institutions, and internally run activities, for example in some regional management centres. An easily accessible venue is the annual week of workshops organised by the Association of Teachers of Management, staffed by those who are active in the practice in this country.

The most frequently identified "subject" development required was for behavioural subjects.

"Subject" % of teachers who identified this

Organizational Behaviour	42
Business Policy	25
Accounting and Finance	19
Psychology	14

Of the organizational behaviour subjects, the most frequently identified were industrial relations (16 per cent), organizational theory (8 per cent), and group dynamics (6 per cent).

The most often identified need of pedagogic development was for



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Lesson of RMCs for a policy of 'centres of excellence'

In the current climate of retrenchment in further (and higher) education, the idea of creating centres of excellence for single subjects is being promoted.

Such an idea has many attractions, whether the motives are to concentrate and conserve scarce resources, or to resurrect elitist concepts of education. It, however, this particular form of institutional innovation is to be considered desirable, it is essential to see what lessons can be learned from an earlier initiative to create subject-based centres of excellence.

This was the policy of creating centres of excellence in management education, regional management centres (RMCs), as a policy of institutional innovation. It was unique in British further education — it was intended to create a group of new institutions, modelled on a regional concept and to promote a single-subject management.

The initial outcome of this RMC policy suggests that the success of further initiatives to create subject-based centres of excellence cannot be taken for granted. But the RMC policy does deserve attention because it raises issues which are of general importance to the development of institutional innovation, and provides an opportunity to examine some of the strategies which underlie such initiatives.

The DES announced its intention in 1971 to establish a limited number (12) of regional management centres in England and Wales. The RMCs were perceived as centres of excellence performing a coordinating role for the provision of management education within their regions.

The RMCs were based on existing academic institutions, and if a 'pre-req' for any future creation of centres of excellence, they were based on, and based on, existing academic institutions, then the RMC example illustrates vividly some of the key

issues involved, and the following three are fundamental.

First there is the issue of subject reputation and credibility. It is essential that the institutions chosen as centres of excellence have a demonstrable and unchallengeable reputation among their peers, excellent creditability with their clientele, and internal recognition within their parent institutions.

This guarantees that any coordinating role of a satellite institution is based on the accepted superiority and example of the centres of excellence, and also makes it reasonable to presume that these centres already have adequate resources — adequate to maintain their standards of excellence, and to promote further developments.

One of the problems which beset the RMC policy was the departure from this principle of choosing only established centres of excellence. Because the objectives of achieving comprehensive regional representation and coordination were given priority in the RMC policy, it became necessary to select as centres of excellence institutions which were not centres of excellence. Many of the problems which have beset the RMC policy are directly attributable to this flaw — the selection of centres of excellence from sources the reputation of counter-institutional development.

Secondly, there is the issue of differential funding. This means that the amount and possibly the manner of providing resources for the centres of excellence differ from the resources available for other subjects of excellence. There are three options available.

One is to rely on the parent institutions' acceptance of the need to provide internally an appropriate resource priority to that of other subjects selected as a 'subject

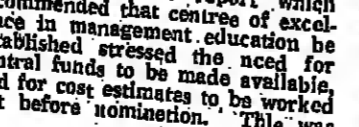
of excellence. This method obviously means that other subjects will have lower priorities for resource allocation, and will certainly experience a senescence of the institutions' own internal recognition of the chosen subject as a centre of excellence.

Another option is to precept the relevant local education authorities. This means that the centre of excellence is financed directly from the L.E.A. and not through the parent institution. Resourcing is then tied to a higher institutional tier in the system, but it still keeps the level of local spending the same, perhaps which are funding the local parent institutions. The problem here is that one is setting up a quasi-autonomous agency.

A third option is to provide central funds direct from the policy. This presumes that resources made available for this innovative development that the implications of this innovation have been reviewed, and estimates, however notional, have been calculated of the costs to be incurred in this development. It is an innovative policy which has been complemented with an implementation strategy.

This third option of central funding is particularly relevant when the given additional responsibilities, for provision in other institutions within the region. This is a crucial distinction as such end between two additional resources given to it for which the RMC policy suffered and is suffering from lack of support, which have been calculated of the costs to be incurred in this development. It is an innovative policy which has been complemented with an implementation strategy.

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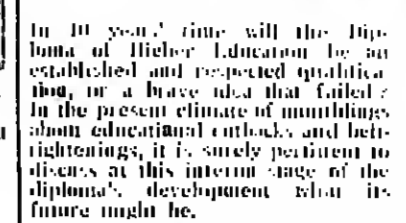
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Should we accept the DipHE as a one A-level entry course?



J M Gregson discusses some of the problems that face the future development of the DipHE

In 10 years' time will the Diploma of Higher Education be established and repeated qualification, or a basic idea that failed in the present climate of mounting educational cutbacks and tightness, if it is strictly pertinent to discuss at this interim stage of the diploma's development what its future might be.

A glance at the document which initiated the diploma immediately underlines how quickly circumstances change in higher education. In the original White Paper on Education in 1972, the diploma was intended to provide a route into higher education for students who had not achieved A-levels. It was to be a two-year course, with the first year leading to a diploma and the second year leading to a degree. It was to be a more rigorous restoration of previous concurrent training courses.

For those who designed a degree programme first and then built into it the DipHE, the diploma was intended to be a "failed degree" qualification, given to those who were unacceptable for or did not wish to follow the third year of the degree course.

This type of course also tends to mask the recruitment problems of the DipHE. Many colleges with arrangements of this type can show off more readily their recruitment into DipHE programmes, but closer examination will often reveal that it is the poor students, rather than the brighter ones, who are entering the DipHE programme.

The free-standing diploma which on obvious degree courses has had a successful record in only a few recent years.

There is a conflict here between educational philosophy and individual self-interest, which is not unique in the British education system. Care is usually taken to advise to encourage students to enter even an attractive and valuable DipHE programme, when the same students can in most subject areas obtain direct entry to degree courses. This is one of the key questions about the long-term development of the diploma.

Of course, the answer is in no sense readily available. Once we accept the idea of a DipHE programme, we should not expect to see the diploma as a terminal qualification, our attention is concentrated on what follows.

There is therefore considerable energy and enthusiasm from those involved in innovating diploma programmes. The first is into direct courses already operating in general to have been well received by students.

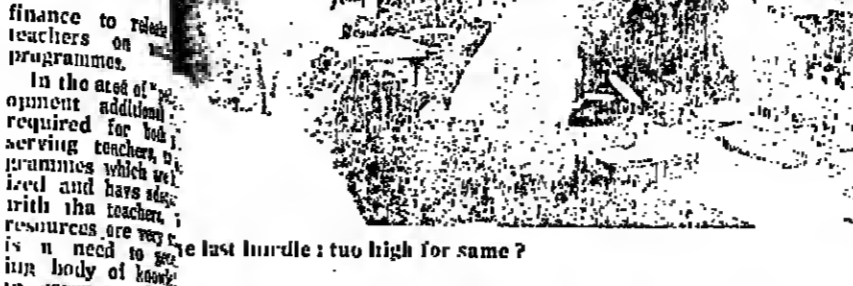
Although it is difficult to generalise in so varied a field, students have enjoyed the stimulation of the diploma programmes that are at once wide-ranging and capable of meeting different individual interests. Yet there are grave problems, and these are the most serious.

Many of the problems stem from an initial failure on the part of the diploma's proponents to recognize one of the great practical truths about higher education: that it is those who have most who want more.

Certainly the history of adult education over the last century is ample demonstration of this: universities were not established as a result of a lack of interest in learning, but because there were too many who wanted to learn.

What happens to a student in his or her personal life is his or her business, unless it impairs their studies. And if it does not, it may perhaps be a tempering experience of life that gives them better strength. If it does impair this function, however, then it is extremely relevant.

The author is director of Reading University's health service.



exam failure: the case of the home-sick Geordie

This occasional series of medical aspects of student life, Alex Gumm looks at factors which affect exam performance

It is an old story — the student who fails an examination and then, on a weekend train back home, or hitching up the A1, attending the minimum of lectures, and neglecting his work when in the morning, his chosen university and his fellow students are well served by his father's coronary thrombosis in the spring before the son's university examinations.

The almost inevitable and consequence of a "resit" in the summer, and he failed yet again to satisfy the examiners. This was a "bummer" for Alex Gumm, but he had not deliberately achieved such a state of affairs for some of his (mid-week) work had been outstanding.

On a specific inquiry by the university health service, his family doctor at home confirmed the seriousness of the father's illness, and the effect it had on the son. The dilemma was obvious. Should he be "released" from his course a failure, perhaps to start again (for his levels were distinguished), up his heart, or should he be given another chance, perhaps thus inevitably prolonging the agony?

His grounds for suspension of studies would have been entirely acceptable, in view of his father's illness. It was a family matter, not prior to the examinations, and the case for a repeated year was strong. Should, however, this be offered, or a further resit in the autumn?

To his department the boy stood as a "resit" case. It was not the necessary year, but his father's own, and perhaps as important, his father's circumstances improve in time, or would a year off be best?

In the event the candidate was given another year, with the failure of the first year, but the willingness to consider eventualities sympathetically after the autumn results, should they remain unfavourable. He passed and transferred to the second year of a northern university nearer home — a rewarding outcome.

The lessons of such cases is that medically it is often impossible to separate what might be seen as the clinical handicaps from the social ones. It was a regard of the wife's illness and the candidate's former mental state, in the other the verification of the gravity of a family illness.

In reality it is the tutorial and academic recommendations that are relevant for many students overcome obstacles of ill-health, family crisis, domestic disorder and even death of their loved one without academic failure, and often only with a "Katie" extra, "Katie" help, and understanding.

Where, then, does the right plea come in, especially when there are so many known, confidentially, to have taken examinations either in extreme psychological distress, or suffering from ailments such as, despite illness, a "get over" or a painful agony from fractured limbs yet not wanting to delay their academic progress?

The answer must be that it is relevant only if they fail, or under-achieve what was expected of them. If a student fails, despite illness and personal catastrophe, still get firsts.

What happens to a student in his or her personal life is his or her business, unless it impairs their studies. And if it does not, it may perhaps be a tempering experience of life that gives them better strength. If it does impair this function, however, then it is extremely relevant.

The author is director of Reading University's health service.

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Carter likely to support most Ford Budget plans

Ex-President Ford's budget, presented in his last week of office, looks as far as education is concerned, very like last year's. He has again proposed to amalgamate some 23 separate education programmes into block grants paid out to state authorities on the basis of various individual programmes, including education and emergency school aid—exactly the same as the amounts either proposed or finally appropriated last year.

The overall education budget is more than \$1,000m less than what was spent last year, although the figures only form the basis of the final appropriations. Even last year's proposals were overruled by Congress, which increased the education budget considerably. The main federal involvement in higher education is the provision of student grants. This year's budget strengthens what has become the predominant model, the basic opportunity grant, which is awarded to low-income students. Last year Congress raised the maximum award from \$1,400 a year to \$1,800. Mr Ford has asked for a total of \$1,800m for these grants which he expects to pay for just over two million grants averaging \$360.

Campuses reject union bid

America's largest teachers' union, the National Education Association, has been politically rebuffed in its attempt to form an alliance with the American Association of University Professors. The NEA suggested that the two unions should coordinate their efforts to universalize university teachers' and attempt to dislodge each other from a campus where one was seeking to become or was already the certified bargaining agent.

\$1m for sea-food

A joint grant of over \$1m has been given to the State University of New York and Cornell University by the National Oceanic and Atmospheric Administration for research on food from the sea and coastal zone studies. The grant will be matched by non-federal funds, bringing it up to about \$2m.

Retreat over tax

Mr William Simon, the Treasury Secretary, has withdrawn a controversial plan to tax the value of many American colleges by levying a 1.5 per cent tax on the net worth of college teachers (THESE, January 21).

Poll shows Stanford emerging as top centre of excellence

Stanford is considered the best university in the United States for the study of education and business, and the third best for the study of law, according to a poll of 100 leading scholars in these fields. MIT ranked higher than all other schools in major American universities. Harvard is considered the best for law, and second best for education and business.

The ratings, by a California research team, draw on the judgements of leading scholars in a large number of universities and are, according to the researchers, far more representative and reliable than earlier ratings which drew exclusively on the judgement of deans. The studies are published in the current issue of CHANGING MAGAZINE.

Raters were asked to evaluate schools for the quality of their teachers and their "educational attainiveness". The research team then worked out the combined scores. They found that the top 10 educational schools were, in order: Stanford, Harvard, University of California Los Angeles, University of California Berkeley, University of Wisconsin, Teachers' College Columbia University, and in joint place at number eight Ohio State University, University of Michigan and University of Illinois.

The top business schools were: Stanford, Harvard, Massachusetts Institute of Technology, University of Chicago, Carnegie-Mellon University, University of California Berkeley, University of Pennsylvania, University of Virginia, Northwestern University and Cornell.

The top law schools were: Harvard, Yale, Stanford, University of Michigan, University of California Berkeley, University of California Los Angeles, University of Pennsylvania and University of Virginia and Cornell.



Stanford: Lully-topping

A comparison of the top 10 private universities with the top 10 public universities in the three fields emphasizes the preponderance of the private sector. Although six of the 10 leading schools of education are public, the three most highly rated—Stanford, Harvard and Berkeley—are private. UCLA and Berkeley, which were first and second among public institutions, are reported in the section on non-university education.

Women PhDs 'less well paid'

Women PhDs in science and engineering continue to make less money and find themselves out of work more often than their male counterparts. These are the central findings of the new National Research Council report, one of a profile of doctoral scientists and engineers in the United States, the other a comparison with similar data from 1973.

According to the 1975 profile, the median annual salary for all men and women doctoral scientists and engineers was \$23,000, with engineers earning the highest median salary—\$25,000. The median salary for men was only \$19,000. Female doctorate holders did slightly better: their median salary was about \$21,000 compared to over \$25,000 for male engineers.

Leading business school eels jobs pinch

Private university Guy Neave says that the leading business schools are producing a surplus of graduates, which is causing a "jobs pinch". He says that the schools are producing more graduates than the economy can absorb, and that this is leading to a decline in the quality of graduates.

The survey is the first in a series of studies by the HEC on the quality of graduates from business schools. It found that the schools are producing more graduates than the economy can absorb, and that this is leading to a decline in the quality of graduates.

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U' scheme expected to rely on existing institutions

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Budget emphasizes needs of adults

The coming financial year it will have to take account for 8.3 per cent of all education expenditure. Partly coinciding with this, study support costs are expected to rise 36 per cent with more grant being provided for those wanting to take one off from these grants.

While overall education spending, and that for higher education, is to rise 12 per cent to 17,300m Skr (12,471.4m) during the year beginning this fall—in line with the increase in total government spending—that on adult learning is to rise by 20 per cent.

During the past five years, state spending on the adult sector has risen 150 per cent. By the end of the coming financial year it will have to take account for 8.3 per cent of all education expenditure.

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Students discuss union merger

The proposal also urged a ban on secret research on any campus for any government and a ban on research with special interest in big business. It suggested that business firms should be barred from recruiting their staffs on campus.

There were indications, however, that the radical leaders of the AUS did not see things all their own way in the conference. The radical element wanted to sever financial connections with its best customers.

Wide-ranging reforms aim at more equal entry chances

The Cabinet has approved an important educational reform decision, among other things, to create fairer chances for all to get the best out of a university education.

The reform consists of a complete overhaul of the present secondary school system, which covers the 14-19 age group. At present the education provided by these schools is extremely uneven and pupils from many of them have the greatest difficulty in keeping up with university courses.

The secondary schools date back largely to the Fascist era when they were organised to maintain strict class distinctions. On the one hand there were the grammar schools for the children of better off families who then went on to university and entered government, the professions and other top positions.

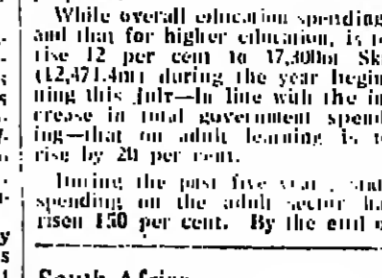
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About-turn over staff cuts

Recent plans by a number of Länder governments to cut back university staff will seriously jeopardise the special plans being made to accommodate during the next few years many thousands of extra students. The fear is that they will be turned away and flood the labour market, thus preventing other school leavers with lower qualifications from getting jobs.

Financial considerations are only partly responsible for the about-face. The governments are more worried about training too many teachers at a time when the number of pupils is falling. The rest will follow later.



Sweden

Big rises in tuition fees

Almost all South African universities have sharply increased tuition fees for the 1977 academic year due to rising operating costs. The University of Pretoria is the only one where fees are to remain the same.

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West Germany

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... and the old return to college

One by one the members of the administration are giving back to college. Former President Ford is going to Yale University next week as a visiting fellow, Dr Kissinger is taking up appointment as Georgetown University in Washington, Dr Edward Levi, former Attorney General, has gone back to the University of Chicago as a professor, and Dr David Matthews, former Secretary of Health, Education and Welfare, has resumed the Presidency of the University of Alabama.

Mr Ford's appointment at Yale is only for three days. He is to be a visiting fellow in residence. He will go to classes and lectures, have meals with the students, attend re-

1530

BOOKS

Mafia masquerade

Crimes of the Powerful: Marxism, Crime and Deviance by Frank Pearce

The Hustiness of Crime by H. S. Nell

I seem to remember a story about George Bernard Shaw being called up on stage with shouts of "Author" after the highly successful first night of one of his plays...



A smiling Carlo Gambino, called the Cosa Nostra "Boss of Bosses" flanked by smiling FBI agents, under arrest in 1970. Gambino died in October, 1976.

The McClellan Committee gave detailed organizational substance to the idea. And by 1967 we had the President's Commission on Law Enforcement stating that the "core" of American syndicate crime consisted of 24 "families" whose membership was "exclusively Italian".

white-collar crime, the violation of anti-trust legislation and labour laws, and simultaneously fixes the blame for all kinds of social ills on a bunch of secretive foreigners. Organized crime, however, is not as important as the public believes and the official claim: it is not far less than corporate crime, is never really allowed to interfere with the interests of big business...

Bounds of bureaucracy

A General Theory of Bureaucracy by Elliott Jaques

It is refreshing to find a sociological work which can lay the claim to having actually discovered both a regularity and also the principles that underlie it.

Jaques defines bureaucracy as "a hierarchically stratified managerial employment system in which people are employed to work for a wage or salary". This definition is, as he recognizes, somewhat at odds with both the current sociological framework, the concepts for which he uses (Weberian) and the term, but loses nothing for that.

A history of defeats

Enlightenment and Despair: A History of Sociology by Geoffrey Hawthorn

The history of the social sciences has been until recently, and indeed to some extent still is, reminiscent of the scene in The Importance of Being Earnest in which Jack Worthing, seeking his true identity, embraces the protesting Miss Fanny.

It is a mark, too, perhaps, if not of the maturity of sociology as a subject, then at least of its security as a profession, that a sociologist can now write such a history of sociology as Hawthorn has done.

New Heinemann Sociology

- Now Published Single Blessedness Observations on the single status in married society Maragret Adams £5.50
The Road to Total Freedom A Sociological Analysis of Solentology Roy Wallis £6.50
Cycles of Disadvantage Michael Rutter and Nicola Madga £6.50 £2.50 paperback
The Meaning of Disability Mildred Blaxter £8.00
Reforming the Welfare The Politics of Change in the Personal Social Services Phoebe Hall £5.50
Sociology as an Art Form Robert Nisbet £1.80

Published 14th February

- On Critical Theory Edited by John O'Neill This collection of specially commissioned essays on the principal figures of the Frankfurt School of Critical Theory is the first such collection to appear in the English language. £5.50
Skeptical Sociology Darnis Wong Essays on Human nature and the perspective of sociology; social stratification and inequality and power and politics. £6.50

The Delinquent Way of Life

D. J. West and D. P. Farrington The third and last report of the Cambridge Study in Delinquent Development which has followed the behaviour of 400 working class males from age 8 to 18. £8.00

Heinemann Educational Books 48 Charles Street, London W1X 8AH.

Qualifications

The seventh edition of British Qualifications: A Comprehensive Guide to Educational, Technical, Professional and Academic Qualifications in Britain compiled by Barbara Peleciay has been published by Kogan Page at £9.00.

Parliament

The Who's Who of British Members of Parliament, volume 1, 1832-1885, by Michael Stanton and published by Harvester Press at £25.95 is a compilation from the annual edition of Dod's Parliamentary Companion of the most useful MP's parliamentary career.

Student of ideologies

Sociological Writings by Vilfredo Pareto introduced by S. E. Finer translated by Derek Mirfin Blackwell, £7.50 ISBN 0 631 17010 3

Organisational Structure in Its Context

The Aston Programme I D. S. Pugh and D. H. Jackson

Organisational Structure: Extensions and Replications

The Aston Programme II Edited by D. S. Pugh and C. R. Hinings

Organisational Structure in Its Context

The Aston Programme III Edited by D. S. Pugh and R. L. Payne

Model Building Techniques for Management

J. Hull, J. Mapee and B. Wheeler

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scholarship; for instance, Norberto Bobbio's reassessment of contemporary theory of ideology in his recent historical studies of persuasive discourse.

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SOCIOLOGY FROM LONGMAN

The Public Employment Service Brian Showler Tracking the development of the service in Britain, this book defines its economic and social functions, and shows how the service has recently tried to move away from its former 'dole queue' image.

Social Change Anthony Smith Sociology has traditionally accorded a central place to the study of social change. But unlike historians, sociologists generally prefer to chart trends or general laws of social growth, and tend to ballast or ignore the events of the historical record.

Mathematical, Statistical and Financial Tables for the Social Sciences Z W Kmiotowicz and Y Yannoulis This new publication presents under one cover a set of mathematical, statistical and financial tables widely used in social sciences.



Saxon House Studies

Organisational Structure in Its Context The Aston Programme I D. S. Pugh and D. H. Jackson This book brings together papers concerned with the important study of comparative organisational structure.

Organisational Structure: Extensions and Replications The Aston Programme II Edited by D. S. Pugh and C. R. Hinings This book, the second of a series, describes a study of comparative organisational structures in their context which have extended the original work of the Aston Group.

Organisational Structure in Its Context The Aston Programme III Edited by D. S. Pugh and R. L. Payne This forthcoming volume presents studies which examine the relationships between organisational context and structure on the one hand and aspects of growth and role structure and individual behaviour on the other.

Model Building Techniques for Management J. Hull, J. Mapee and B. Wheeler Avoiding the use of advanced mathematical concepts, the authors succeed in providing a clear description of how different research methods and techniques can be used in practice.



Sociology's theorists

Social Evolution and Sociological Categories by Paul D. Hirst...

In this short book Mr Hirst has set himself a number of distinct but related tasks...

In the first half of the book this contention is developed in an examination of the evolutionary theories of Darwin, Spencer and Morgan...

Following the lines of his general thesis, Hirst portrays Weber's work as a seamless web, its elements mutually entangling and hence equally vitalized...

essence for two things as distinct as Spencer's conception of the total process of social development...

It is an unsatisfactory, even baffling, book, and not just because what he has attempted requires much more spacious treatment...

Here Hirst's epistemological principles (derived via Althusser from the French philosopher of science Bachelard) gives him no help at all...

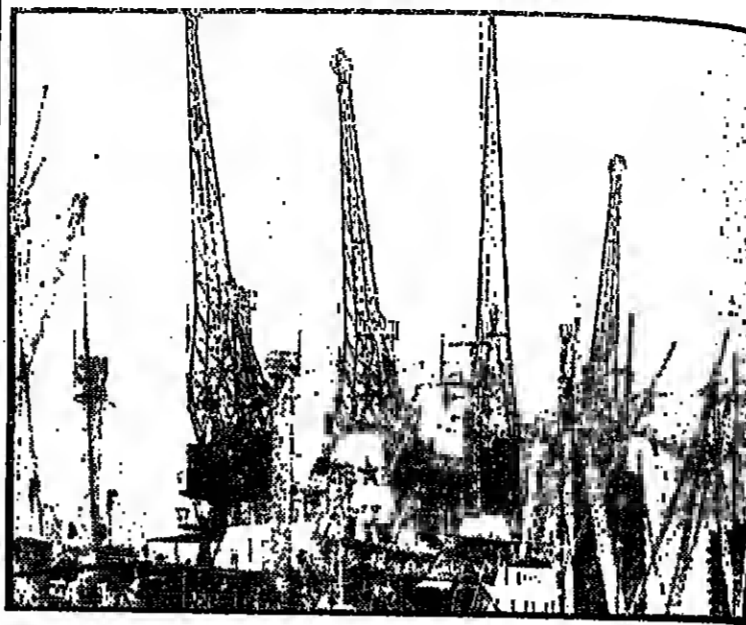
Historicist premises, its avowed aim of revealing capitalism's laws of motion, its continuing use of such Hegelian concepts as dialectic...

The content of Hirst's study strongly suggests that it is the epistemological thesis which should go (at least in an unqualified form)...

Hirst falls a good way short of demonstrating that social theory, including whatever we may want to call Marxism, comprises a series of distinct problematics or discourses...

J. D. Y. Peel

Inside the docks



The London docks

The Dockers: Class and Tradition in London by Stephen Hill...

Every sociology student knows that the dockers are archetypal traditional proletarian workers...

covering some interesting differences between them. His findings cover quite a wide variety of topics, and come together to give a rounded picture of an occupation...

Jennifer Platt

The logic of social inquiry

New Rules of Sociological Method by Anthony Giddens...

It has become a commonplace observation in discussions of social theory that the functionalist perspective...

Such a perspective returns sociology to a concern with structure through the study of "structure" which attempts to determine the conditions which govern the continuity and distribution of structures or types of structure...

But this perspective, in its turn, has led to a conception of the sociologist as a "numbers' dope", restricted to an examination of their own and others' acts, and providing a rather dull and unimaginative account of human behaviour...

Sociological Theory, Macmillan 1972.

In his important new examination of the logic of social inquiry, Anthony Giddens attempts to remedy this one-sided emphasis on the production of social action...

Such a perspective returns sociology to a concern with structure through the study of "structure" which attempts to determine the conditions which govern the continuity and distribution of structures or types of structure...

but equally as a potential instrument of domination.

Giddens develops his argument through a discussion of a formidable variety of social theorists and philosophers from Durkheim and Parsons to Huxley, Habermas, Popper and Wittgenstein...

At the heart of his project is the conception of "agent causality" as a precondition for the kind of causal knowledge involving the production of general laws most favoured by philosophers and sociologists concerned to establish a science of society...

Michael Weston

Divorce, American style

Marriage and Divorce: A Social and Economic Study by Hugh Carter and Paul C. Glick...

Since the beginning of 1971 the social ground for divorce in England and Wales has been that the marriage has irretrievably broken down...

material contained within the United States Census of Population for 1960 and earlier years. The material is brought up-to-date in chapters 13 where detailed use is made of the latest American census of 1970...

Research in this country shows that marriages in which the husband had a high socioeconomic status were less likely to experience divorce. A similar finding is reported for the United States...

Colin Gibson

Critiques of deviance

Social Deviance by Gloria Steinem...

In an essay on deviancy, Peter Manning summarized Lester's view that "since the early sixties there has been a declining degree of originality and precision in conceptualization of the central problems of deviance"...

of "theoretical muddleheads" or UNSDRI in Rome and that more often describes the end product. Every sociology student knows that the dockers are archetypal traditional proletarian workers...

Maurice Punch

FORTHCOMING SOCIOLOGY BOOKS FROM BASIL BLACKWELL, PUBLISHER

- AGAINST BEHAVIOURALISM: A Critique of Behavioural Science by Edmund Tors... AN EXCURSION INTO CREATIVE SOCIOLOGY by Monica B. Morris... SOCIOLOGY IN THE BALANCE by Johan Goudsblom... INEQUALITY AMONG MEN by Andre Beuville...

This week's reviewers

- Peter Abel is professor of sociology at the University of Birmingham; Margaret A. Bodeo, reader in philosophy and psychology, is at the University of Sussex; Jennifer Platt is senior lecturer in sociology at the University of Sussex; John W. Burrow, reader in history at the University of Sussex; Colin Gibson, lecturer in sociology at Bedford College London; J. A. S. Grenville, professor of modern history at the University of Birmingham; Brian Murdoch is senior lecturer in German at the University of Stirling; J. D. Y. Peel, Charles Booth professor of sociology at the University of Liverpool, is author of Altruism...

Research

- Educational Research in Classrooms and Schools by Louis Cohen is a manual specially designed for advanced students of education; Glenance Fogel is professor of sociology at the University of Edinburgh; F. B. Siglestone is chairman of the postgraduate school of Yugoslav studies at the University of Bradford; Lourde Taylor is professor of sociology at the University of York; Michael Weston, lecturer in philosophy at the University of Essex, is author of Morality and the Self...

New Sociology Titles from Allen & Unwin

- Industrial Society: Class Cleavage and Control by Richard Srae, Editor; The Diploma Disease: Education, Qualification and Development by Unwin Education Books; Social Evolution and Sociological Categories; The Socialist Industrial State: Towards a Political Sociology of State Socialism by David Lane...

Please tick the appropriate box if you would like inspection copies of these paperbacks and return to College Sales Department, George Allen & Unwin, Park Lane, London W1P 2AT.

John Wiley & Sons Ltd

- THE FORM OF SOCIOLOGY: Paradigms and Crises by S. M. Eisenstadt; THE LIMITS OF ADMINISTRATION by C. Reed; POLITICAL AND SOCIAL INQUIRY by D. McW. and G. Walsea; MASSACHUSETTS INSTITUTE OF TECHNOLOGY: MANAGING THE SENSE OF A REGION; PLANNING THE FOURTH MIGRATION; A PLACE CALLED HOME; THE DISCOVERY OF THE THIRD WORLD; THE LAND USE CONTROVERSY IN MASSACHUSETTS; ENERGY & SOCIAL CHANGE; THE MIT PRESS...

Nafferton Books present ISSUES IN SOCIOLOGY, POLITICS AND EDUCATION. Edited by Denis Gleason. Explorations in the Politics of School Knowledge. Edited by Geoff Whitty and Michael Young.

BRITISH SOCIOLOGICAL ASSOCIATION. For all those who take an active interest in sociological teaching and research at all levels: the Association represents your collective and individual professional interests.

Handwritten text in a box: 1978

Classified Advertisements

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- Appointments vacant
Universities
Fellowships & Studentships
Polytechnics
Technical Colleges
Colleges and Institutes of Technology
Colleges of Education
Colleges of Further Education

- Colleges and Departments of Art
Administration Overseas
Government Industry
Adult Education
Librarians
General Vacancies

- Appointments wanted
Other classifications
Awards
Announcements Exhibitions
For Sale and Wanted Courses
Holidays and Accommodation
Typing and Duplicating

Universities

AUSTRALIA
The successful applicant will be expected to teach at all undergraduate levels.
Le Trobe University, Melbourne
LECTURERS/SENIOR LECTURERS IN LEGAL STUDIES
University of Sydney
CHAIR OF EDUCATION
University of New South Wales, Sydney
LECTURER DEPARTMENT OF CHEMISTRY

UNIVERSITY OF IBADAN NIGERIA
Applications are invited for the following posts:
1. DEPARTMENT OF MATHEMATICS
(a) READER
(b) SENIOR LECTURER
(c) LECTURER
2. DEPARTMENT OF STATISTICS
(a) RESEARCH FELLOW
(b) LECTURERS (4 posts)
University of Melbourne
READER/SENIOR LECTURER DEPARTMENT OF STATISTICS
LECTURER IN GERMAN
LECTURER (LIMITED TENURE) IN WOMEN'S HISTORY

Loughborough University of Technology
CHAIR IN ENGLISH
The University will appoint a Lecturer in the Chair of English in the Department of English and Applied Linguistics.
CARDIFF UNIVERSITY COLLEGE
Applications are invited for a Lecturer in the Department of English.
KENT FACULTY OF SOCIAL SCIENCES
CHAIR OF ECONOMICS
Applications are invited for a Lecturer in the Department of Economics.
LONDON THE UNIVERSITY OF LONDON
SECRETARY TO THE GRADUATE SCHOOL
MALAYA THE UNIVERSITY FACULTY OF LAW
Applications are invited for a Lecturer in the Department of Law.
MADAGASCAR AND QUEEN'S COLLEGE
The College is seeking applications for a Lecturer in the Department of History.

Universities continued

The British Council
invites applications for the following posts:
Assistant Professor of English (Liberia)
University of Liberia, Monrovia
To lecture in English Language and Linguistics and set up courses in Remedial English and ESP.
ELT Adviser (Mali)
Ministry of Education, Institut Pedagogique National, Bamako
Teacher-training, in-service training, materials production, coordination of ELT.

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Applications are invited for a Lecturer in the Department of English.
UNIVERSITY OF BRISTOL
Applications are invited for a Lecturer in the Department of English.
UNIVERSITY OF BRISTOL
Applications are invited for a Lecturer in the Department of English.

UNIVERSITY OF SINGAPORE
CHINESE STUDIES
Applications are invited for appointment to the post of Lectureship in the Department of Chinese Studies.
BIRMINGHAM THE UNIVERSITY
DEPARTMENT OF ECONOMICS
Applications are invited for a Lecturer in the Department of Economics.
EDINBURGH THE UNIVERSITY
FACULTY OF MEDICINE
SCOLARSHIP FUND
BIRMINGHAM THE UNIVERSITY
MANAGEMENT CENTRE
LECTURES IN ACCOUNTING

MIDDLETOWN UNIVERSITY
Applications are invited for a Lecturer in the Department of English.
SOUTH AFRICA
Applications are invited for a Lecturer in the Department of English.
WARWICK THE UNIVERSITY
Applications are invited for a Lecturer in the Department of English.

THE UNIVERSITY OF SHEFFIELD
Applications are invited for a Lecturer in the Department of English.
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Applications are invited for a Lecturer in the Department of English.
SURREY THE UNIVERSITY
Applications are invited for a Lecturer in the Department of English.

NELP North East London Polytechnic
Principal Lecturer in Accounting
A vacancy exists for a Principal Lecturer to play a major role in the development of the Accounting and Finance departments.
NORTH STAFFORDSHIRE POLYTECHNIC
FACULTY OF APPLIED SCIENCE
LECTURER/SENIOR LECTURER IN GEOLOGY
The successful applicant will participate in the development of Geology and Earth Science generally.

Administrative Assistant
£3,126.16 to £3,450
required in the Faculty of Business, Barking Campus, Longbridge Road, Barking.
NELP North East London Polytechnic

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NORTH STAFFORDSHIRE POLYTECHNIC DEPARTMENT OF ECONOMICS LECTURER IN ECONOMIC HISTORY AND ECONOMICS

Teesside Polytechnic HEAD OF DEPARTMENT OF ART AND DESIGN (Grade V)

OCI The Polytechnic of Central London On behalf of Ngape Ann Technical College Singapore

Welfare Officer £3,519-£3,879 To be responsible for welfare advice to students within the West Ham area.

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LONDON THE UNIVERSITY M.Sc. IN HUMAN COMMUNICATION

Announcements CATALOGUE No. 3 now ready, priced 10p. Includes details of courses, facilities, etc.

Colleges of Higher Education EALING COLLEGE OF HIGHER EDUCATION

Research Assistant in Economics Graduate required to assist with research project on aspects of the contemporary maritime lion.

Ealing EDUCATION SERVICE

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Colleges of Art and Design Central School of Art and Design Southampton Row, London WC1B 4AP

Fine Art Department Principal Lecturer in Sculpture Applications are invited from practising artists for the post of Principal Lecturer

Appointments wanted ASSISTANCE ON RESEARCH HISTORICAL RESEARCHER

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GLoucestershire COLLEGE OF EDUCATION

Colleges and Institutes of Technology CAMBRIDGESHIRE CAMBRIDGESHIRE COLLEGE OF ARTS AND DESIGN

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Colleges of Further Education HARPER ADAMS AGRICULTURAL COLLEGE NEWPORT, SALOP

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TECHNICIAN EDUCATION COUNCIL Appointment of EXTERNAL MODERATORS The moderators will play a key role in establishing and monitoring the standards of the Council's awards...

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Does a puzzle challenge you to solve it? HONOURS GRADUATES - a career that appeals to reason

EDITORS FOR A GERMAN/ENGLISH DICTIONARY We are at present working on the final stages of a new German/English dictionary...

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Administration PLYMOUTH POLYTECHNIC Administration Committee Clerk

Overseas AUSTRALIA VICTORIA WARRNAMUND INSTITUTE OF ADVANCED EDUCATION

Overseas QUEENSLAND INSTITUTE OF TECHNOLOGY BRISBANE - AUSTRALIA

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Overseas QUEENSLAND INSTITUTE OF TECHNOLOGY BRISBANE - AUSTRALIA

CHIEF LIBRARIAN Applications are being called for the position of Chief Librarian at the Queensland Institute of Technology in Brisbane.

